

BRUSHY CREEK ELEMENTARY

1344 Brushy Creek Road

Taylors, SC 29687

GRADES K-5 Elementary School

ENROLLMENT 605 Students

PRINCIPAL Sandra G. Monts

864-292-7705

SUPERINTENDENT Dr. Phinnize J. Fisher

864-241-3456

BOARD CHAIR Tommie Reece

864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

24

20

2

0

0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

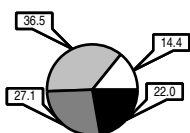
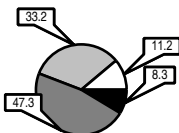
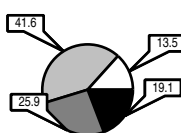
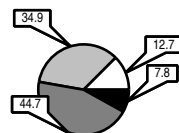
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	287	100.0	11.2	33.2	47.3	8.3	64.6	Yes	Yes
Gender									
Male	154	100.0	14.9	35.1	43.9	6.1	58.8		
Female	133	100.0	7.0	31.0	51.2	10.9	71.3		
Racial/Ethnic Group									
White	219	100.0	7.4	31.2	52.6	8.8	71.2	Yes	Yes
African-American	52	100.0	23.9	41.3	28.3	6.5	39.1	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	235	100.0	4.8	32.9	53.1	9.2	71.9		
Disabled	52	100.0	40.8	34.7	20.4	4.1	30.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	287	100.0	11.2	33.2	47.3	8.3	64.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	287	100.0	11.2	33.2	47.3	8.3	64.6		
Socio-Economic Status									
Subsidized meals	62	100.0	23.6	41.8	34.5	0.0	38.2	Yes	Yes
Full-pay meals	225	100.0	8.1	31.1	50.5	10.4	71.2		

Mathematics - State Performance Objective = 15.5%									
All Students	287	100.0	14.4	36.5	27.1	22.0	65.0	Yes	Yes
Gender									
Male	154	100.0	12.8	34.5	25.7	27.0	67.6		
Female	133	100.0	16.3	38.8	28.7	16.3	62.0		
Racial/Ethnic Group									
White	219	100.0	10.7	34.9	29.8	24.7	70.7	Yes	Yes
African-American	52	100.0	34.8	43.5	13.0	8.7	41.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	235	100.0	5.3	37.7	30.7	26.3	75.0		
Disabled	52	100.0	57.1	30.6	10.2	2.0	18.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	287	100.0	14.4	36.5	27.1	22.0	65.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	287	100.0	14.4	36.5	27.1	22.0	65.0		
Socio-Economic Status									
Subsidized meals	62	100.0	32.7	43.6	20.0	3.6	41.8	Yes	Yes
Full-pay meals	225	100.0	9.9	34.7	28.8	26.6	70.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	95	100.0	10.3	26.4	49.4	13.8	63.2
	Grade 4	125	99.2	15.5	38.2	42.7	3.6	46.4
	Grade 5	133	100.0	13.7	51.1	32.8	2.3	35.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	89	100.0	9.0	21.3	50.6	19.1	69.7
	Grade 4	93	100.0	15.6	33.3	47.8	3.3	51.1
	Grade 5	105	100.0	9.7	45.6	41.7	2.9	44.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	95	100.0	12.6	28.7	32.2	26.4	58.6
	Grade 4	125	100.0	18.0	40.5	17.1	24.3	41.4
	Grade 5	133	99.2	14.6	46.9	26.9	11.5	38.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	89	100.0	12.4	40.4	28.1	19.1	47.2
	Grade 4	93	100.0	18.9	35.6	34.4	11.1	45.6
	Grade 5	105	100.0	12.6	35.9	18.4	33.0	51.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 605)				
First graders who attended full-day kindergarten	93.9%	N/C	96.2%	100.0%
Retention rate	2.4%	Down from 3.0%	1.7%	2.7%
Attendance rate	97.1%	Up from 96.7%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.7%		2.5%	3.5%
Eligible for gifted and talented	29.0%	Down from 35.1%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.1%	Up from 8.2%	6.8%	8.2%
Older than usual for grade	0.7%	Up from 0.6%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	51.3%	Down from 52.5%	53.8%	51.4%
Continuing contract teachers	82.1%	Down from 85.0%	87.7%	87.5%
Highly qualified teachers**	97.2%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.4%	Down from 89.6%	87.6%	86.7%
Teacher attendance rate	97.0%	Down from 98.9%	95.2%	94.9%
Average teacher salary	\$41,514	Up 2.4%	\$42,210	\$40,760
Prof. development days/teacher	14.2 days	Up from 5.8 days	10.9 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.1 to 1	20.5 to 1	18.9 to 1
Prime instructional time	93.0%	Down from 95.2%	90.8%	90.0%
Dollars spent per pupil*	\$4,893	Up 4.6%	\$5,605	\$6,044
Percent of expenditures for teacher salaries*	65.8%	Down from 67.9%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Goals and Objectives: The faculty and staff of Brushy Creek Elementary School worked together with parents and community representatives to develop a shared vision and school goals for the 2003-04 school year. These groups reviewed the most recent test data, SC state standards for learning, and the Education Plan of the School District of Greenville County. Priority goals for Brushy Creek Elementary were to improve student performance in Mathematics and English/Language Arts as measured by PACT and to make science instruction more challenging for students. Strategies adopted to support these goals included: professional development for teachers; use of math strategies such as Everyday Counts Math, PRISM math and manipulatives; daily math problems; improved alignment of curriculum with PACT; use of school-wide writing and editing rules; and thinking and reasoning activities. ACT 135 monies were used to employ a part-time teacher and a part-time teaching assistant who worked with at risk students in reading and math. Our SIC (School Improvement Council) worked especially hard with PTA on our goal of increasing community and parent involvement in school activities sponsoring two Family Reading Adventure Nights, Family Clay Night, a fall carnival and multiple volunteer opportunities. All school strategies are aligned with and support the five goals of the District Education Plan. Success will be measured by student performance on standardized tests, and parent and student surveys.

Accomplishments: Brushy Creek Kindergarten and first grade students are assessed using the SC Readiness Assessment Test. Brushy Creek students scored at or above state and district averages on the Iowa Test of Basic Skills, given for the first time in spring 2003. Students in grades 3, 4, and 5 scored above district and state averages on the Palmetto Achievement Challenge Test in both Math, English/Language Arts, Science and Social Studies. Brushy Creek Elementary was again named a Palmetto Gold Award Winner based upon PACT scores. Brushy Creek was also named a National PTA School of Excellence Award Winner for Parental Involvement. We believe that focused staff development, alignment of instructional strategies with curriculum standards, the addition of Instructional Coaches to elementary schools, use of the Four Block Reading model, academic enrichment provided to at-risk students by ACT 135 teaching assistants, use of volunteers, and outstanding parental support of academic programs all contribute to the success of our students.

Plans for the future: Examination of the most recent test data will be critical in planning for the 2004-05 school year. Results from various surveys administered to students, parents and staff will be studied. Faculty and staff, SIC, and PTA will all be involved in establishing specific goals to improve student academic performance and school strategies to support the Education Plan of the District. One strategy we are employing in an effort to address barriers to accomplishing student performance objectives is providing assistance to students with deficiencies in math and reading in preparation for PACT. Due to the uncertain nature of school funding, we will work to protect teaching positions that address at-risk learners. We believe that we are raising the academic challenge and performance of each student and that our test scores support this.

Principal: Sandra G. Monts

SIC Chair: Tracey Warr

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	92	55
Percent satisfied with learning environment	94.3%	87.0%	92.7%
Percent satisfied with social and physical environment	97.1%	91.3%	92.7%
Percent satisfied with home-school relations	100.0%	89.1%	71.7%

*Only students at the highest elementary school grade level at this school and their parents were included.